R E P O R T R E S U M E S

ED 012 135 EC 000 364

PRE-CANE MOBILITY AND ORIENTATION SKILLS FOR THE BLIND, CURRICULUM GUIDE.

BY- ANDERSON, GEORGE AND OTHERS
MICHIGAN SCHOOL FOR THE BLIND, LANSING

PUB DATE 65

EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *VISUALLY HANDICAPPED MOBILITY, *VISUALLY HANDICAPPED ORIENTATION, *SENSORY DISCRIMINATION, *BLIND, *TRAVEL TRAINING, CURRICULUM, CURRICULUM GUIDES, SKILLS, LESSON PLANS, CHILDREN, BLIND CHILDREN, RECORDS (FORMS), LANSING

UNITS, ACTIVITIES, LESSON PLANS, AND RESOURCE MATERIALS TO HELP ELEMENTARY TEACHERS REINFORCE INSTRUCTION IN BASIC PRE-CANE MOBILITY AND ORIENTATION SKILLS ARE PRESENTED. APPENDIXES INCLUDE A DEFINITION OF TERMS, AN ORIENTATION AND MOBILITY CHECKLIST WITH TEACHER INSTRUCTIONS, SUGGESTIONS FOR GUIDING BLIND INDIVIDUALS, AND SUGGESTED SUMMER ACTIVITIES IN ORIENTATION AND MOBILITY SKILLS FOR PRIMARY AND INTERMEDIATE BLIND CHILDREN. A 97-ITEM BIBLIOGRAPHY IS INCLUDED, ALONG WITH LISTS OF INSTRUCTIONAL MANUALS AND RECORDS. (CG)

64

FEB 28 1967

ED012135

EC 000 304

Curriculum Guide

PRE-CANE MOBILITY AND ORIENTATION SKILLS FOR THE BLIND

☆

Published by:

THE MICHIGAN SCHOOL FOR THE BLIND
LANSING, MICHIGAN

With the Approval of:

THE DEPARTMENT OF EDUCATION

Curriculum Guide

PRE-CANE MOBILITY AND ORIENTATION SKILLS FOR THE BLIND

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Published by:

THE MICHIGAN SCHOOL FOR THE BLIND
LANSING, MICHIGAN

With the Approval of:

THE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

	Term Expires December 31
THOMAS J. BRENNAN, *President* Detroit	1970
DR. LEON FILL, *Vice President* Detroit	1966
REV. CHARLES E. MORTON, *Treasurer* Detroit	1972
DR. EDWIN L. NOVAK, *Secretary* Flint	1972
CARMEN DELLIQUADRI Houghton	1968
MISS MARILYN JEAN KELLY Ann Arbor	1968
DR. PETER OPPEWALL Grand Rapids	1970
DONALD M. D. THURBER Detroit	1966

IRA POLLEY, *Superintendent*
Chairman, Member Ex-Officio

GEORGE ROMNEY, *Governor*
Member, Ex-Officio

FOREWORD

Mobility and orientation is recognized as one of the most important skills to be attained by the visually handicapped person. It is also recognized that early training, hopefully beginning at the pre-school level, is essential to the ultimate achievement and development of the whole child.

The early training in the pre-cane skills, which stress the development of the remaining senses, needs to be as systematically taught as we would teach any other subject matter in the curriculum. This training should be primarily a responsibility of classroom teachers, particularly in the elementary grades; the goal being that when the student is ready for instruction by the peripatalogist in the use of the white cane, basic abilities will have been well established.

With this thought in mind, this curriculum guide was prepared to encourage the classroom teacher in her instruction by providing specific examples of activities, units, lesson plans and reference materials to reinforce the instruction.

Again emphasizing the value of early training, it is hoped that the mobility and orientation guide will be made available to parents of pre-school blind children to encourage their assistance and cooperation in the education of their child.

We are indebted to Mr. George Anderson, Mr. John Bullock, Miss Joan Brunger, Mrs. Karen Frank and Mr. Joseph Reynolds for their efforts in the preparation of this guide.

We are also grateful to the many other staff members and student teachers of the Michigan School for the Blind who contributed many hours and much thought in the preparation of the manual.

Francis F. Hetherington
Assistant Principal

TABLE OF CONTENTS

Body Orientation 1
Posture 3
Basic Abilities 4
Physical Skills 6
Sound Identification 7
Olfactory 8
Indoor and Outdoor Orientation 9
Mobility Terms 10
Concepts Necessary for Efficient Travel 10
Developing Kinesethetic Ability 11
Tactual Discrimination 13
Six of the Terms Necessary for Good Mobility 15
The Compass 18
To Develop Equilibrium in Primary School Blind Children 19
Sound Discrimination 22
Orientation to the Classroom 25
Basic Outdoor Orientation 27
Appendix I. Orientation and Mobility Terms 29
Appendix II. Orientation and Mobility (Teachers Instruction Sheet) .. 30
Appendix III. Orientation and Mobility Check Sheet 32
Appendix IV. Suggestions for Guiding Blind Individuals 41
Appendix V. Orientation and Mobility Skills for Blind Children (Primary) 44
Appendix VI. Orientation and Mobility Skills for Blind Children (Intermediate) 46
Appendix VII. References 48
Additional References, Records 51
Bibliography, Records - Books 52

I. BODY ORIENTATION

Identification of body parts to develop a self image.

Method	*Example Activity*	*Additional Activity*
Activity Songs	"Two Little" Two little eyes that open and close, Two little ears and one little nose. Two little cheeks with the rose shut in. Two little lips and one little chin, Two little elbows so dimpled and sweet, Two little shoes on two little feet. Two little shoulders so chubby and strong, Two little legs, running all day long. (Children point to parts of the body indicated by the verse.)	1. Looby Loo B1, R3* 2. Simon Says B2 3. Uncle Ned (3) 4. One Finger, One Thumb (B3) 5. I'm Very Very Tall, B1
Finger Plays	"My Body" Here are my eyes, Here is my nose, Here are my fingers, and here are my toes. Here are my eyes open wide, Here is my mouth with my teeth inside. Here is my tongue to help me to speak, Here is my chin, and here are my cheeks, Here are my hands that help me to play And here are my feet that run all the day.	1. 100 Finger Plays, B4
Records	Fun activity to teach and enrich body orientation.	1. "Chicken Fat" R1 2. "Old MacDonald" R2 3. R4 4. R5 5. R6 6. R7

*NOTE: Letters followed by a number in the column of "Additional Activity" refer to books and records in which the specific activity is located. The letter "B" refers to book and the letter "R" refers to record. For example, on Page 1 of the curriculum guide under the heading of "Additional Activity" appears the activity "Looby Loo" (B1, R3). A complete explanation of the activity will be found in the book *Growth Through Play*, and the source of music is the record *Looby Loo*, which is recorded on Russel Records. A complete list of books and records referred to in this guide is contained on pages 13, 14 and 15.

Method	*Example Activity*	*Additional Activity*
Stories and Models	Use to identify parts of the body	1. Your Body and How It Works B5 2. Your Wonderful Body B6
Demonstrations	Use calisthentics naming parts of the body involved.	
Arts & Crafts	Paper bag mask. Cut out eyes, a nose, and a month on the side of a large paper bag. Add ears, hair and whiskers of yarn, cotton or curled paper.	1. Other masks B7, B8 2. Marionettes, B9 3. Paper mache puppets B10 4. Soap Carving B10 5. Clay Modeling B11

II. POSTURE

Development of correct sitting and standing habits, foot placement and gait, h ad carriage.

Method	*Example Activity*	*Additional Activity*
Body Rhythm (Standing)	Stand and walk with bean bag or book on head.	1. On a Tightrope, B12
Finger Play (Standing)	Stretching Exercise (B4) We stretch up to the ceiling (hands upward) And reach out to the wall (arms reach out from sides) We bend to touch our knees and toes (bend down, touching toes) Then stand up straight and tall (stand straight, arms to sides, heads up)	1. The Elevator, B12 2. "Soldiers" (B4)
Body Rhythm (stand-sit-smile-relax)	"Stand Up Tall" (B13, Page 116) Stand up tall; (children stand) Hands in the air: (raise hands) Now sit down in your chair; (children sit) Clap your hands: (clap three times as words are said) Make a frown; (children knit brows) Smile and smile, (children smile) And flop like a clown! (children relax with arms dangling.)	
Songs and Games	"Camel Song" Tune: "I Wore a Tulip" Are you a camel, Or aren't you a camel And have you a hump, hump, hump? Do you sit at the table As straight as you're able Or do you sit all in a slump, slump, slump. Are you a flapper Or aren't you a flapper Without any starch in your spine? If you're a flapper A flip flopping flapper Please go somewhere else to dine.	1. Walk with bean bag on head. 2. Balance Board 3. Posture Cues, B25
Demonstrations	Use jointed doll or wire dolls to show difference between good and poor posture.	1. Use student's or instructor's body to demonstrate posture—let students feel body position. 2. Make use of straight surface or wall to illustrate correct posture.

III. BASIC ABILITIES

Development of understanding and proper use of terms as related to enviromental clues.
(See 3, 9, 10 of Orientation and Mobility check list in Appendix III)

Method	*Example Activity*	*Additional Activity*
Body Rhythm (Right, left, low, high, narrow, wide.)	"Right and Left" (B4, Page 15) This is right, and this is left Soon I'll learn to say the rest This is high and this is low Only see how much I know This is narrow, this is wide See how much I know besides. Down is where my feet you see Up is where my head should be Here is my nose, and there my eyes, Don't you think I'm getting wise?	1. High, low, B14, Pg. 13. 2. Right hand, left hand, B14 Pg. 24. 3. Tall, small, B4, Pg. 4, Soldiers. 4. Up, down (B4, Pg. 4 "Royal Duke". 5. Down (B4, Pg. 7) "Rain drops". 6. Stop, (B15, Pg. 26) "Stop, Look". 7. Up, down, forward, backward around, (B12, Pg. 102) "Safety Patrolman".
Fingerplay (circle, square, triangle)	"Draw A Circle" (B13, Pg. 113) Draw a circle, draw a circle, round as can be; (Draw a circle in the air with pointer finger) Draw a circle, draw a circle, just for me. Draw a square, draw a square, shaped like a door; (draw a square in the air) Draw a square, draw a square with corners four. Draw a triangle, draw a triangle with corners three; (draw a triangle in the air) Draw a triangle, draw a triangle just for me.	

Method	*Example Activity*	*Additional Activity*
Arts & Crafts	"Fun With Leaves" 1. Melt paraffin. 2. Form a clothesline with string. 3. Attach one or two leaves to a safety pin. 4. Holding the leaf by the pin, dip quickly in and out the melted paraffin. 5. Quickly dip the leaf in and out of cold water. 6. Repeat steps four and five if a thicker coating is desired. 7. Attach the pinned leaves on clothesline until dry.	1. Finger Painting, B16, B17. 2. Cotton Cuties, B18. 3. Hats for Easter, B18. 4. Hand Weaving, B19. 5. Bulletin Board Suggestions, B20. 6. Plaster of Paris, B21. 7. Copper Foil Pictures, B21.
	"Texture Identification Cards" Paste various textured items (oilcloth, sandpaper, carpeting, material, cork, tile, etc.) on cards. Braille names under items.	1. See sample Unit I, Unit VII.
Activity Songs & Games	"I'm A Little Teapot"—B1, P71. I'm a little teapot, short and stout, Here is my handle, here is my spout. When I get all steamed up hear me shout, Just tip me over, pour me out. Sorting two different textures or textured objects into piles on the right and left. Up and down—Teeter Totter, Ladder, steps. Front and back—swing, rocking horse.	1. See sample Unit I, II, III. 2. Stop & go—Red light—B24.
Records	Clap hands and feet in time to music—when record stops, they stop, etc.	1. Learning As We Play, R8. 2. Songs of Safety, R9.

IV. PHYSICAL SKILLS

Development of the ability to execute the physical activity successfully.

Method	*Example Activity*	*Additional Activity*
Fingerplays and Body Rhythm	Follow the music, B14, Pg. 2. Clap your hands till the music stops, Jump, jump, jump; jump, jump, jump, Jump, jump, jump, till the music stops, etc.	1. Clap, jump, stamp, turn, "Monkey Song", B4, Pg. 16. 2. Jump — "Jack in the Box", B 22, Pg. 20. 3. Kneel, jump, clap, run, B12, Pg. 80. 4. "Jump, Jump"—B23, Bk. 1, Pg. 122.
Games & Activity Songs	"Jack Be Nimble". Jack be nimble, Jack be quick, Jack jump over the candle stick (children jump when the word is said in rhyme). "Hop Race" (B25, Page 316).	1. "I Say Stoop", B1. 2. "Run Sheep, Run", B2 3. "Skip to My Loo", B25. 4. See sample unit, U4.
Records		1. R10. 2. R11. 3. R12. 4. R13. 5. R8.

V. SOUND IDENTIFICATION

Development of the ability to identify, discriminate, interpret and localize sound.

Method	*Example Activity*	*Additional Activity*
Body Rhythm	Striking piano, ringing bell, etc. to convey specific directions such as standing to a high note, squatting to a low note, etc.	1. See sample Unit V, VII.
Fingerplay	(Pattern clapping) Finger tapping, hand clapping, playing rhythm instrument, etc.	
Arts & Crafts	1. Here are instruments you can make yourself: Bottles—fill several bottles or glass tumblers with varying amounts of water. Strike first one, then another with a wooden dowel. The tinkling sounds are pleasant to hear. 2. Identification of classroom sounds such as hammering, sawing, cutting, grinding, sanding, mixing, stirring.	1. Wrist bells, wind chimes, maracas, B9. 2. Horseshoe and spoon, B26. 3. Drum, B26. 4. Kitchen Bank, B8. 5. Pinwheels, B21.
Games & Activity Songs	"Who or What Am I" Form children in circle. Student who is "IT" is in center of circle. Instructor touches one person in circle who makes a sound like an animal. "IT" identifies animal, turns and points to sound maker, walks to sound maker. Can be used as "good morning", "good afternoon" activity. "IT" shakes hands with correct sound maker.	1. See sample Unit IV.
Field Trip	Trips to bakery, zoo, farm, fire station, walk around block, etc. Note and discuss sounds heard. Upon returning to classroom recall sounds.	
Records		1. R17. 2. R14. 3. R15. 4. R16.
Demonstrations	Walk and sway to sound of clock.	

VI. OLFACTORY

Development of the ability to identify, discriminate, interpret and localize smells and odors.

Method	*Example Activity*	*Additional Activity*
Arts & Crafts	1. Ball of cloves. Stick cloves into a round apple, pushing the cloves part way in so that the flower and a bit of stem protrude. Cover entire surface of apple this way. Tie a ribbon around it, making an extra loop, so the ball can be hung in a closet. 2. Smells in classroom. Alcohol, turpentine, paints, wood, paste, glue, baking, perfumes, body lotions, soaps, popcorn.	1. Herb bottles, B28. 2. Flower sachets, B27. 3. Baking, frosting, candies, B8. 4. Popcorn balls, B29.
Games	"Smell Down". Have bottles filled with various spices, soap, lotion, alcohol, turpentine, etc. Have children in line as for a "Spell Down". Let first child try to guess smell presented to him. If smell is identified incorrectly let second person guess, etc. until smell is identified correctly. Persons remaining at the end of the game or until all smells can be identified by all standing are "Smell Champions".	1. Where Am I Found. 2. What Am I, B2. 3. Identifying Nature Smells, B2. 4. See sample Unit V.
Field trips	Trips to bakery, drug store, dairy, barn, cleaners, etc. Walk around school and neighborhood identifying buildings passed by smells or odors emanating from them. Identify seasonal smells.	See sample Unit VII.

VII. INDOOR AND OUT DOOR ORIENTATION

Development of the ability to move efficiently, successfuly, and safely within the school room, buildings, and campus areas with the ultimate goal of development of a mental image or images of his environment.

Games	1. "Spin the Bottle". Have instructions such as "go to the office and get a piece of paper", "go to Miss Jones' room and say hello", etc. brailled or printed on slips of paper and stuffed in bottle. Children sit in circle. Bottle is in middle of circle. Bottle is spun by the teacher. Person to whom the bottle points after stopping must pull a slip of paper from the bottle and perform the instructions. After completing his instructions, he spins the bottle to give another person a chance. Good party game.	1. Scavenger Hunt, B2. 2. Treasure Hunt. 3. See sample Unit VI, VII.
Models	Construct scale models of the school campus, room, neighborhood, etc. May be done by teacher or as class project.	1. Dioramas.
Daily Activity	Rotate taking turns at being the teacher's messenger. Children enjoy having the responsibility and feel the need to learn the building, campus, etc. Once the children have a fairly good orientation of their room, change something—such as the placement of teacher's desk, a student's desk, storage of a particular set of books, etc. First one to discover change wins.	1. Trips to Health Center. 2. Dusting the room.
Demonstration	String yarn from one object to another. Child follows yarn to reach the object, counts steps needed to reach it, directions taken, etc.	

VIII. MOBILITY TERMS

Development of a working knowledge of the terms used in mobility and orientation (See Appendix I)

Developed through demonstrations, games, activities, field trips and mainly through daily usage.

IX. CONCEPTS NECESSARY FOR EFFICIENT TRAVEL:

1. What is a city block?
2. What does it mean to walk around a block?
3. How many turns are made in walking around a block?
4. What is an intersection?
5. What is a driveway?
6. What are directions?
7. How can the directions be used in specific learning situations?
8. How can directions be used in getting a better understanding of intersections?
9. How many sides are there to a street?
10. Which corner is the student on at each turn?
11. Which side of the street is he on?
12. Where are the houses?

UNIT I.

DEVELOPING KINESETHETIC ABILITY

Teacher's Objectives:

To teach the child:

1. how to get about independently.
2. how to use his sensory abilities.
3. the necessity for listening, observing and using all his senses effectively.
4. how to gain a knowledge of his surroundings by using his kinesethetic ability.
5. an awareness of his position in relation to his surroundings.
6. an awareness of his position while he travels.
7. to appreciate proportion, distance and weight through pressures and tension in muscles, tendons and joints.
8. motor skills by teaching him how to develop his kinesethetic ability.
9. to know where he is in a given work space.

Children's Objectives:

1. To develop the ability to get about independently.
2. To gain a knowledge of his surroundings by using his kinesethetic ability.
3. To develop his motor skills.
4. To learn how to use his sensory abilities.

Methods of developing kinesethetic ability:

1. Simultaneous comparison of weight of two objects.
2. Simultaneous comparison of articles with similar or different shapes (squares, triangles, household articles.)
3. Simultaneous comparison of length and width of two objects.
4. Simultaneous comparison of articles with similar or different textures.
5. Comparison of temperatures indicating shade or sunshine.
6. Developing balance through relay races, posture exercises, etc.
7. Comparison of textures of areas being traveled on.
8. Comparing sizes of objects and stressing relativeness.
9. Comparison of atmosphere both inside and outside.
10. Comparison of distances—short and long.
11. Comparison of locks which are used on doors, cupboards, gates, etc.

Teaching Procedures:

A. Compare weights of two objects

1. Books.
2. Balls.
3. Heavy and light clothes.
4. Children—tallest may not be heaviest.
5. Boxes.
6. Objects around the room.

B. Compare articles with similar or different shapes

1. Squares.
2. Triangles
3. Circles.
4. Household articles.
5. "Touch and Tell" games.
6. Curiosity boxes.

C. Compare length and width of two objects

1. Sticks, to stress discrimination of lengths.
2. Game: arrange sticks in order from longest to shortest, widest to narrowest.
3. Measure heights of children and record on charts for comparison.

D. Compare articles with similar or different textures

1. Comparing clothing, lightweight, heavyweight.
2. Samples of materials.
3. Roughness and smoothness.
4. Hardness and softness.

E. Compare temperature changes between sunshine and shade

1. Take children outside to observe these.
2. Take note that heat from radiators or breeze from windows help give clues to child's location in room.
3. Note the difference between the cool grass and the hot pavement.

F. Develop sense of balance

1. Relay races.
2. Games.
3. Posture exercises.
4. Walking in straight lines, walking on narrow boards.

G. Compare textures of areas which child travels on

1. Gravel driveways.
2. Grass.
3. Pavement—earth, cinders, etc.
4. Note slants in floors and pavements indicating location.

H. Compare sizes of objects and stress the concept of relativeness

1. Balls.
2. Boxes.
3. Books.
4. Sizes of children.

I. Compare distances—short and long

1. Distance from drinking fountain to room.
2. Distance from rest rooms to room.
3. Distance from home to school.
4. Distance from dorm to room.
5. Distance from dorm to cafeteria.

J. Compare atmosphere of room and outside

1. Note temperature inside and outside.
2. Note stillness of air inside and breeze outside.

K. Compare locks

1. Lock board.
2. Cupboard locks.
3. Door locks.
4. Gate locks.

SAMPLE DAILY PLAN

Location: Schoolroom

Major Objectives: Comparing locks which are used on doors, cupboards, gates.

Minor Objectives: Hand and finger coordination.

Activities:

Trying to unlock the locks on a lockboard.	Have you ever tried to get a cupboard door open and found that you can't figure out how the lock works on it? Well, today we're going to practice unlocking several locks that are used on doors, cupboards, and gates. I have some of these locks fastened on a board and I want you to see if you can figure out which one of them is used on a door. Jimmy, will you try it first? Okay, Jimmy found the right lock. Now see if you can open it Jimmy. Now the rest of us will see if we can open the lock.
Game: Finger coordination.	Now, we're going to play a little game, We're going to see how many can guess which lock is used on a cupboard. This time we won't tell which one is right until after everyone has guessed. We'll do the same thing for the other locks on the board. (Observe hand and finger movements each child uses.) Tomorrow we'll actually open some doors and cupboards with these kinds of locks.

UNIT II.

TACTUAL DISCRIMINATION

Since blind children are deprived of their ability to see, they must rely greatly on their sense of touch. In this unit, the children will develop their ability of tactual discrimination, through feeling articles of different textures, shapes, sizes, weights, etc.

Specific Objectives:

1. To develop attitudes and standards of working together, sharing and evaluation.
2. To develop an awareness of group participation and work.
3. To develop skills in critical thinking and speaking.
4. To learn about the different shapes of objects.
5. To realize the importance of having tactual discrimination for clothing, in work, etc.
6. To have a knowledge of different types of materials and to be able to discriminate between them.
7. To develop an awareness of a wide variety of factual stimuli and to build discrimination between stimuli.

Approach:

1. Have a touch table.
2. Read a story involving discrimination.
3. Set up a bulletin board.
4. Talk about tactual discrimination and pass objects around.

Development:

1. Material board having different types of material.
2. Flash cards having felt objects with different sizes, shapes.
3. Do the same with sandpaper flash cards.
4. Game "Give Me"—(A child says give me 2, 3, or any number of a certain kind of coin. The other child must choose from a pile of coins the same kind and number of coins asked for).
5. Match coins.
6. String bead or buttons or other objects, placing first two round beads together, then three square beads, etc.
7. Use Touch and Tell books or any other booklets having to do with tactual discrimination.
8. Field trips—go outdoors walking and ask the children if they can tell the difference between the grass, cement, gravel, etc. See if they notice the difference.
9. Read stories—(Such as The Three Little Pigs and have 3 different size pigs or circles representing each pig and have the children use these as the story is being told).
10. Talk about the importance of using tactual discrimination for clothing, tools for working and distribute articles at the same time.
11. Art work—use clay, mosaic, paper work, finger painting, etc. and make different objects.
12. Guessing game—Have an object passed around the room or circle and have them guess what it is.
13. Play the game "Simon Says".
14. Puzzle—Have a puzzle with each piece a different shape, using a puzzle board with the depressions for each piece.
15. Card games—Examples:—Animal Rummy—Each book will have different piece of material, so they will play according to the different types of material or surfaces that are on the cards.
16. Game "What is the Difference Between These" (Have 2 objects passed around the room which vary only in one detail and have them guess or tell what is different about these objects).
17. "Tray Talk" (Have a tray containing objects with several of each type. Have each child count the objects and then ask him how many horses were there, how many squares, etc.
18. Fish—Have four empty boxes or any number wanted. Paste different pieces of material or objects on the front side of each box. Have the child fish with a pole into

a pond and pull up an object; after matching it with the one pasted on the front of the empty boxes, he drops it in.

19. Surprise box—Have a child pick out an object from a box and make up a sentence about each object. (Can also have them make up a story.)
20. Children match an object with an object on the shelf.
21. Trinket box. In the box have a collection of articles centered around one thing as cooking, sewing, etc. and have the children identify the objects and talk about them.
22. Make a flat board. On the board make a road (out of sandpaper) running in all directions. Around the road have different pieces of material or objects representing trees, homes, buildings, etc. and have the children make up stories using the board.
23. Any game can be played where the children have to move say, five spaces ahead or six backward, etc. Each row can be represented by material having different surfaces. This idea can be adapted to any game of this type.
24. Collect different leaves and have the children tell from what kind of tree they come.

Culminating activity:

1. Make a bulletin board or mural.
2. Have a touch table to which children bring various objects.

Evaluation:

1. Check lists.
2. Material board or box.
3. Test—object.
4. The teacher may ask herself certain questions such as "do the children know many different kinds of materials and can they tell the differences between them, shapes, sizes, textures."

SAMPLE DAILY PLAN

Location: Classroom

Major Objectives: Learning to discriminate between different types of objects in size, shape, texture.

Minor Objectives: Learn the different types of material.

Activities:

Material Board	Match materials having different textures.	Begin by discussing materials. Ask the children to feel their shirts, skirts, pants, and see if they can tell of what material it is made. Say: "Today we are going to play a game." Explain game and distribute samples of materials. Have children come up to the board and match their piece of material with that on the board. Say: "What kind of material do you have?" "What things are made of this material?" If he gets it right he may call on a child. Say: "I am going to leave the board and the box of materials here for you to use in your spare time."

UNIT III.

SIX OF THE TERMS NECESSARY FOR GOOD MOBILITY

Right, Left, Up, Down, Forward, Backward.

Justification of the Unit:

An understanding of the terms right, left, up, down, forward and backward is essential for the blind person to be a good traveler. Use of these terms is a natural part of an individual's language and they are commonly used by the sighted in giving the blind person traveling directions. The child will undoubtedly come in contact with these terms early in his life and is expected by many to understand them.

Teacher's Objectives:

1. To assess the present understanding of these terms by the children.
2. To instill an understanding of the terms right, left, up, down, forward, backward.
3. To provide practice and drill in using the terms in practical situations.

Children's Objectives:

1. To acquire a meaning of these terms.
2. To be able to use them effectively in their orientation and mobility.

Procedure:

Since the six terms seem to naturally form three groups of two, each of which is the opposite of the other, it is felt it will be effective to teach these terms in relation to each other. The three groups are: right and left, up and down, forward and backward.

Since one of the basic concepts of teaching is to go from the known to the unknown the first procedure would be to assess the child's present understanding of these terms. Much of this would be gained by daily observation. Asking the child to turn to his left or right, informing him that his chair is behind him, referring to the upper part of the page, etc. would provide an excellent evaluation of the child's present understanding. Actually, a concentrated effort to evaluate these understandings is usually not necessary. The lack of understanding of these terms will automatically present itself to the observant teacher.

Specific Methods and Procedures:

A. Right and Left

1. Take each child to the piano and place him directly in front of it. Have him strike the keys where his hands fall. The right hand will naturally strike higher toned notes than the left. This association may be very helpful to the child in the early formation of the meaning of this concept.
2. Pre-cut square pieces of glossy or smooth paper and round pieces of textured or cardboard paper. Have the children paste the round pieces of paper on the left hand side of a large piece of construction paper and the square glossy paper on the right.
3. Read a story involving a grandfather clock or an elephant. By joining their hands in *front* of them, they can swing their arms to the Left and Right to represent the pendulum of a clock or the trunk of an elephant.
4. Choose a group of five children. Have one stand in the center of the group, one child directly in front of him, one to the back, one to the right and one to the left. Inform the child of the position of each of his friends by using their name and have him turn his body to find them. Face him forward again and ask him to "Turn to his right and face Mary." He can check his response by stretching his arm to see that he is directly in front of Mary, etc. If the child has an understanding of degrees of a circle, ask him to turn 90° to the right or 45° to the left, etc.
5. The teacher should use the terms right and left frequently so that the children become familiar with them.
6. The games of Looby Lou and Clap, Clap, Bow are good for drilling on the terms left and right as well as parts of the body.

B. Up and Down

1. Discuss and talk about UP and DOWN on the playground. (They can climb UP on a jungle-gym or ladder and then come DOWN. They can go UP and DOWN on the teeter-totter. They can climb the steps to the top of the slide and slide DOWN again. They fall DOWN on the playground, and then get UP again.)
2. Take them out on the playground and have them do these actions and point out and emphasize the times they go UP and DOWN. While going to the playground, notice that they are going UP and DOWN stairs.
3. Set up a ramp within the classroom and have the children walk up and down. Have them discuss the various feelings they have each time.
4. Before class begins in the morning, or for relaxation periods during the day, have them stand UP and raise their hands UP over their heads and reach for the ceiling. Have them stand UP on their tip toes. Then have them hang their arms loosely by their side so that the fingers point DOWN. They may sit DOWN again.
5. On a walk around the campus, point out what things are UP above us and DOWN below us.
6. What parts of their body are UP above their waist?
   What parts of their body are DOWN below their waist?

C. Forward and Backward

1. To identify the forward and backward motions with their entire body, place the child on a rocking horse, in a rocking chair or the playground swing and talk about the feeling he has when going forward and backward.
   There will be the rush of air on his face when swinging forward, and the rush of air on his back when swinging back. This may be a good way for some children to remember forward and backward in their beginning stages of understanding. If it seems appropriate, the child can be taught "forward" and "face" both begin with an "f" and backward contains the word "back". When swinging forward, he has to lean a certain way to keep from falling and when swinging back, he has to lean the opposite way.
2. In the classroom, use of marching records appropriate for the grade level would be effective by having the children walk or march *forward* and *backward*. They could run foward and walk backward, skip backward and hop forward, swinging arms forward and backwad.
3. Have the children form two lines along opposite walls. One child is chosen to stand or sit between the two lines in the center of the room. The teacher could tap a certain child on the head or call his name at which time he claps his hands. The child in the center must tell and point to where the claps came from using the terms "in front of" and "in back of".

For some children, these concepts will take a long time to form. Constant repetition and drill in every day situations is necessary. Explain to the children that the meaning of these terms depends on his position. When facing the front of the room, the door will be to his right. When facing the back of the room, the door will be to his left. This should be done when he is thoroughly familiar with right and left so that he does not become confused.

Evaluation of the above meanings can be gained by daily observations and by a culminating activity—the game of "Simon Says".

The teacher acts as leader and instructs them in the rules:

1. If the words "Simon Says" precede the instructions, the children should do the action.
2. If they do not, they are not to do the action mentioned.
3. If they do not follow these directions, they are out of the game.

Such directions as Simon says "put your hands over your heads", Simon says "put them down", Simon says "hop on your right foot", "swing your left arm", could be used.

DAILY LESSON PLAN

Major Objectives: To assess the student's understanding of the concepts *up* and *down* and to point out practical uses of the terms UP and DOWN in the child's life.

Minor Objective: Observe the student's ability to play with some of the playground equipment.

Activities:

Class Discussion . . .

Yesterday we talked some more about the meaning of the words left and right and played the game of "Simon Says". Today I want to talk about two more words. How many of you know what the words UP and DOWN mean, (Call on children to get their concepts.)

After some good responses, continue with the discussion. "How many times can you think of when you go up and down on the playground?

Those are fine examples. Now let's go out on the playground and see how many times we can go up and down. I want you to go first to the jungle-gym. See if there is any way that you go up and down there. Then go to the swings, slide and teeter-totter. Then we'll all come back in and talk about the many times we go up and down on the playground.

Semi-free play activities on the playground equipment . . .

Point out to the children as they go out the door that they are going *up* or *down* the stairs.

Encourage the children to try all the play equipment. Talk about what they are doing as they play.

After they have had a chance to try the equipment, call the class together and return to the classroom.

Class Discussion . . .

Now that you've had a chance to try, how many times did you notice yourself going up and down on the playground equipment?

(Encourage such answers as climb up on a jungle-gym and then come down. Go up and down on the teeter-totter. Climb the steps to the top of the slide and slide down again. If they fall down on the ground they can pick themselves up again.) Very good. Tomorrow morning when you come to class, be ready to tell me the different ways during the day you notice yourself going up or down.

UNIT III A.

THE COMPASS

The understanding of the basic directions should be followed with practice and understanding of the directions of the compass at the appropriate age level.

Teacher's Objectives:

1. To convey an understanding of how a compass works.
2. The value of compass directions in traveling.
3. The relationship of right and left, forward and backward to the directions on a compass, and
4. Provide practice in the use of these directions.

Children's Objectives:

1. To acquire a meaning of the terms of the compass and the meaning of NORTH, SOUTH, EAST AND WEST.
2. To be able to follow verbal instructions incorporating the terms of the compass.
3. To develop a mental concept by using compass directions.

Methods:

1. Pass out braille compasses to each child. (These may be obtained from the American ~~Printing House~~ for the Blind.) Have them examine the compass. Then have them face the back of the room and notice what happens to the compass.
2. Ask them to speculate as to why the compass acts as it does.
3. Give an explanation of the workings of the compass adapted to the grade level involved.
4. Give an explanation of the terms NORTH, SOUTH, EAST AND WEST and their positions in the circle of the compass.
5. Discuss the values of knowing how to use a compass and the verbal directions a compass provides.
6. Make a compass by using a cork, a bowl of water and a needle.
7. Explain the relationship of the directions of the compass and the terms left, right, forward and backward, up and down. (Use visual aid). Right and left, forward and backward, up and down are dependent upon the child's position. The compass directions are always constant.
8. Give practice in the verbal use of directions by telling the children to take two steps to the North, five steps to the East, etc.
9. Have the children figure out the room in relation to the compass. Label the front of the room as North (or whatever), etc.
10. Have the children figure out the relation of their dorm to their classroom making use of compass directions.
11. Discuss the values and give practice in determining spacial relationship, i.e.; NW corner, NE corner, SE corner and SW corner of an intersection.
12. As a culminating activity and an evaluation of their understanding of these concepts, give the children instructions by the compass to a certain destination. They are to follow these directions and report on their destination. (A surprise might be waiting for them at their destination.)

UNIT IV.

TO DEVELOP EQUILIBRIUM IN PRIMARY SCHOOL BLIND CHILDREN

Training in equlibrium is an important ability in orientation and mobility. Equilibrium is defined as "the ablity to keep the body in proper perspective to the earth's surface". Equilibrium consists of a sense of balance in all planes and a sense of turning and twisting. The center for this sense is found in the labyrinthine canals of the ear, and it has been shown that with practice and experience this ability can be developed and improved.

Teacher's Objectives:

1. To make the child aware of this sense and to build confidence in the information it can give to the child.
2. To gain security, independence and confidence in muscular reactions as an aid in orientation and mobility.
3. To increase the blind child's self confidence and improve his self-concept as he gains independence.
4. To expose the child to a wide variety of body positions in the frontal, horizontal and sagittal planes so that he is actively conscious of the change in positions and is then capable of returning to the normal position.
5. To improve the child's physical appearance, grace and poise in movement.
6. To improve mechanics of movement, avoid muscle and joint strains as the child learns to use his body as an instrument of expression.

Student's Objectives:

1. To gain a sense of achievement and confidence as skills of equilibrium are mastered.
2. To gain independence and freedom to travel independently, as early as possible.
3. To learn skills which are basic to recreational skills—e.g., roller skating, bowling, dancing, etc.
4. To improve personal appearance and acceptance by peers.
5. To learn skills which will eventually assist in gaining employment.

Activities:

The following activities are designed for the visually handicapped in Grade 4. It is assumed that lead-up activities have been taught prior to this level and that some of the activities are review while others will be introduced for the first time. This unit is planned for three half-hour periods in the gymnasium or playroom for a two-week period. Other abilities of mobility and orientation will necessarily be included in the same time space.

Lesson 1

Warm-up

a. stretching tall — stoop to touch toes
b. jumping jacks
c. sit-ups

Motor Ability Test: Iowa Brace Test

Lesson 2

Warm-up

a. stretch and stoop
b. inch worm
c. crab walk
d. sit-ups
e. push-ups

Vertical Activities:

a. line up against wall, heels, hips, shoulders and head touching
b. maintain above position and walk
c. jumping — maintain vertical position upon landing

Horizontal Activities:

a. roll lengthwise along mat and stand tall at end of mat.

Relay:

Crawl on all 4's on mat — return running.

Note: Within the next few weeks re-test children using the IOWA Brace Test

Lessson 3

Warm-up
- a. run-the-scale (partners)
- b. teeter-totter (partners)

Projection Activities: (Bell-balls)
- a. partners, roll ball to partner
- b. roll ball against wall and return
- c. underhand throw against wall and retrieve

Vertical Activities: (to music — 4/4 meters)
- a. hop on the spot on one foot
- b. hop and travel in circle
- c. hop and travel in straight line
- d. run and hop
- e. 3 runs and hop to music
- f. repeat above holding inside hands with partner.

Lesson 4

Warm-up
"Chicken Fat"

Horizontal Activities:
- a. shoulder grasp with partner, push partner trying to make him lose his balance.
- b. arm wrestle — grasp forearms with partner
- c. forward roll on mats and stand
- d. backward roll and stand

Vertical Activities:
- a. walk on low plank
- b. walk on 10″ balance bench

Lesson 5

Warm-up
- a. jumping jacks
- b. sit-ups
- c. push-ups

Vertical Activities:
- a. foot wrestle with partner
- b. run-the-scale with partner
- c. walk balance bench
- d. bongo boards

Motion Activity:
roller skating

Lesson 6

Warm-up
- a. run and stop on whistle
- b. dribble bell-ball around gym with foot (soccer)

Vertical Activities:
- a. crawl up and down inclined bench
- b. walk up slightly inclined balance bench, turn and walk down, jump off.

Group Activities: 3 groups
- a. bongo boards
- b. rope skipping
- c. ball wrestling

DAILY LESSON PLAN

(This is a sample lesson plan taken from Lesson 2 of the Unit)

Activity	*Specific Objectives*	*Teaching Methods*
Stretch & Stoop	warm-up balance on small base discriminate between high and low levels	How tall can you make yourself? Reach to the ceiling. Can you make yourself taller yet? Now make yourself as small as possible.
Inch-worm	to move in a horizontal plane body alignment arm strength	Put your hands on the floor in front of your feet. How can you move, keeping your hands and feet on the floor? (class experiments) Now walk with your hands alone as far as you can. Now with your feet. Move toward me.
Crab-walk	to move in a horizontal plane arm strength body alignment	Face this way (toward teacher). Now we are going to walk with hands and feet on floor— but turn your tummy up to face the ceiling. (children figure this out) Help those who need help to get position. Walk toward the door. Walk toward me, etc. Use auditory cues.

Sit-ups	movement from a horizontal to vertical plane	How many sit-ups can you do while I count to thirty?
Push-ups	change in level body alignment	See if you can do one more today than you did last time.
Standing position	body alignment posture balance	Everyone find a spot at the wall. Stand as straight as the wall. What parts of your body can you feel against the wall? (children name them)
Walking	as above	Now walk forward and see if you can stay as straight as the wall. Go back to wall and repeat.
Jumping	elevation from floor regain balance	Jump off the floor and land very quietly. Bend your knees and ankles so you don't make any noise. Jump up and down and when I clap take a big jump up and hold your balance when you land. Try not to move.
Rolling	to introduce turning and twisting to regain balance after rolling	Three children to a mat: One child lies down across the mat. Roll to end, stand up squaring off. Each child practice in turn. Tomorrow we will play a game using rolling.
Relay	competition playing a team game observing rules and following instructions	Line children up behind mats. Explain rules of relay. Crawl to end of mat, stand up and turn to right. Run back to starting place—touch the next person on team repeats crawl and run. When everyone has had a turn stand tall behind mat. Walk to the door using the heel to toe walk.

UNIT V.

SOUND DISCRIMINATION

Introduction:

Since blind children are unable to utilize one of their senses—sight, it is very important that they develop all those they do have to their fullest extent. Nothing can completely compensate for the lack of sight in a person's orientation and mobility, but a blind person can learn to get about in his environment very effectively with what he has. Hearing is one sense that he can learn to employ to a great extent. Being able to identify a sound helps a blind individual evaluate his surroundings and decide how to proceed in them.

Training in this area should begin while the blind child is very young. Therefore, it would be very valuable for a teacher in the primary grades to develop a unit in sound discrimination and identification. It is essential they learn to identify normal everyday sounds in their homes, classrooms, and campus. For this reason each day for about two weeks a teacher could spend a small amount of time in various activities developing sound identification.

Teacher's Objectives:

To help children learn:

1. to listen for everyday sounds and realize their value in their life.
2. to evaluate a situation and surroundings by what they hear.
3. to identify things by the sounds they make or that are made on them.
4. to become aware of sound in all of their activities.
5. to use sounds as clues in their mobility.
6. to use sound to discriminate distance and size of objects and their relation to oneself.
7. to become more self-confident and independent by developing orientation skills.
8. to give enjoyable and meaningful learning experiences to children in the area of sound identification.

Specific Objectives:

To help children learn:

1. to orientate themselves at home by identification of common household sounds.
2. to identify sounds in their own classroom at certain times of the day and evaluate them in terms of their orientation.
3. to identify sound clues in the school and on campus that will help them in getting about.
4. to identify their classmates and teachers by their voices.

Methods and Procedures:

In developing experiences in sound identification use should be made of many teaching methods such as class discussions, demonstrations, games, songs, and outings to hear the 'real' thing.

Whenever possible, the children should hear the sound as it is actually made, which will involve bringing objects into the classroom or taking the children to them:

1) Listening to sounds in the room—the clock, certain toys, a braille writer, slate and stylus, certain objects falling to the floor, chair movements, other children.
2) Going into the hall, finding and identifying sound clues—hall fans or vents, running drinking fountains, sounds from certain rooms, their footsteps in certain areas.
3) Spending some time outside listening for sounds—wind in certain kinds of trees, various types of workmen—lawn mowers, gardeners — sounds from certain buildings, bouncing balls and other play equipment, sounds of others coming toward them and voices.

However, it will sometimes be necessary to use records or tape recordings of various sounds to help the children become familiar with some sounds and later identify these. This would include:

1) Records, commercially made, of everyday sounds—*The Sounds Around Album*—"Around the House" and "Around the Town". Auditory Training Records.
2) A tape recording made by the teacher of sounds occurring in the household such as—a running shower, setting the table, dishes being washed, silverware dropped, electric beater, striking a match and the

sound of fire, food cooking, door being shut, window opening, alarm of a clock, rustling of newspaper.

At first the teacher may explain the sounds or she may use them as a game asking the children to identify the sound and where it is found.

Identification of the people in the classroom by their voice. The teacher touches a child, he says something and the rest guess who it is. Two or three may be touched at once and all are to be identified.

Many games can be played in relation to sound identification:

1) Ask a child to make or describe a sound. The rest of the class judges if he did it correctly, if not they do it the right way. A point can be given for every correct response.
2) Sound Pantomime. All the children sit quietly with their heads down and one child does some activity such as setting the table or putting on his coat and the rest identify what he is doing. The teacher has prepared cards with activities written on them to be acted out.
3) Finding the right sound. Divide the children into four groups—each one having a name (i.e. animals if they are studying animals). In each corner of the room some sound has been set up, then each group is asked to find a particular sound.

Teach the class a song about sounds of various things. This may be one the teacher makes up about school sounds they have identified.

The teacher reads a story incorporating many sounds. Then she divides the class into small groups and gives them a section of the story for which they are to make sound effects. The story is then retold with each group giving their sound effects. This can be used after the children have had experience with many sounds as a method of recall of appropriate sounds for situations.

This will help them anticipate clues in orientating themselves.

Impromptu learning—Many times during the day sounds can be heard in the room. These must be pointed out and listened for so children can be aware of all sounds at all times and use them to evaluate their surroundings.

Encourage the children to point out sounds during the day.

Techniques:

First Day: As introduction to the unit have the children put their hands on their desks and each one tell what he hears when everyone is silent. Discuss listening, how to listen and why it is good to listen. End by having children identify their classmates by voice.

Second Day: Review by short discussion ideas about listening brought out the day before. Then play the tape of household sounds, having the children identify them. Ask them to listen for these sounds at home that night.

Third Day: Ask what sounds they heard at home. Take the group into the hallway, discover and identify sounds in certain key areas —by their room, at corners, near the restrooms.

Fourth Day: While others are doing a quiet activity take two or three at a time, give them a simple route in the hall to follow by using sound clues.

Fifth Day: Play the game where a child makes or describes a sound and the rest be judges.

Sixth Day: Play the Sound Pantomime Game, possibly for a short time in the morning. In the afternoon play the game with sounds in the four corners.

Seventh Day: Play a record of sounds found outside and the children identify and discuss them. Learn a sound song.

Eighth Day: Spend some time outside discovering and identifying sounds to be used in orientation.

Ninth Day: Again take the group outside and give two or three at a time a simple route to follow using sound clues that were identified the day before.

Tenth Day: As a conclusion to the unit, using many of the sounds they have previously learned put sound effects to a story.

DAILY LESSON PLAN

Location — The classroom

Major Objectives — Realizing the value of sounds as clues to travel.
— Listening to and identifying everyday sounds.

Minor Objectives — Identifying household sounds.

Activities —

Discussion	Review of concepts about sounds and listening talked about the day before.	"Do you remember yesterday we listened for sound in our room? Why did we decide they were important? What did we say about good listening?
	Quietly listen and list to themselves what they hear.	Listen again and see how many things you can identify today."
Recording of household sounds.	Teacher plays portions of the recording. (see methods section for ideas.)	"Today I'd like you to listen for some more sounds on this tape. I'll tell you these are found in your home. Listen real well and see if you can tell me what this one is. (Teacher plays it) In what room is is found Who might be doing it?" (In some cases—Is it dangerous?) Teacher does this for about ten sounds.
Class idea		"Can someone think of another sound they hear at home? Can you describe it for us? (Do this for four or five more sounds) Tonight when you are at home you listen for some of these sounds. Maybe you'll hear some new ones. Tomorrow we will see how many you hear.

Evaluation:

It is not enough that the children be exposed to these common sounds but that they readily identify sounds, learn to look for them and learn to hear and attempt to identify many new sounds. Therefore the teacher should carefully observe throughout the unit if the children's knowledge of sounds is developing. Do they seem more alert? Do they point out new sounds or just let them pass by? Do the sounds have meaning to the children? All the games are enjoyable reinforcement of sounds they know and can be used as tests of their knowledge. In giving the children routes to follow by sound clues, the teacher is able to evaluate the child's ability to make practical use of his knowledge. Also she should notice if their general ability to get about is improving and if they feel more self confident and are happier.

It should also be noted that work in the area of sound identification must not stop after the formal two week unit plan. This must only be an introduction and a basis from which the children build and develop. Therefore, it is very important that the teacher be constantly alert to sound and attempt daily to further this skill for better orientation and mobility.

UNIT VI.

ORIENTATION TO THE CLASSROOM

Introduction:

Very little beneficial learning is going to be accomplished before a person is comfortable within his surroundings. Thus it is with a student in his classroom. With blind pupils the class is not conceived as a whole by a "look around". He can't sit in his seat and observe the position of the materials on the other side of the room. A definite, planned program must be used to introduce him to the class, its parts and as a whole.

The unit therefore must be presented at the beginning of the school year. It is condensed to one week, as early completion is important to the school work which follows. Time is taken daily, one half hour in the morning and again in the afternoon.

Teacher's Objectives:

1. To make the environment conducive to learning.
2. To orient students to the classroom and its materials.
3. To aid the students in becoming self-sufficient in caring for daily needs:
   a) getting a drink of water
   b) using the sink and towels
   c) using the toilet
   d) to raise and close the windows
4. To make it possible for students to hang up and get their coats (find closet and own hooks).
5. To allow students to locate materials needed (e.g.):
   a) go to bookcase and get reading book
   b) bring a braillewriter to desk
   c) to use storage drawers—art materials, etc.
6. To allow students to find their own seat (square off from the most advantageous point).
7. To orient students to their respective seats and their relation to one another.
8. To show students how to use materials.
   a) clock
   b) calendar
   c) bulletin boards
9. To make it possible for students to be of help to others (passing out books, etc., assist new children).
10. To satisfy students curiosity.
11. To yield self-confidence.
12. To develop the basic abilities of orientation.

Procedures:

I. —Introduction—Exploration
   A. Begin with walk around edge, each at own pace, until all have completed the circuit once.
   B. Discuss findings as a group. (How many noticed_____).
   C. Make an 'educated' tour, watching for new clues.
   D. Introduce model of classroom for individual checks.

II. —Get to know own seat, and how to find it in relation to some other point (teacher's desk).

III.—Getting to know other students.
   A. Voice identification, tell about selves (any one thing they want, not sequence of information).
   B. Know others' seats in relation to own.

IV. & V.—Know direction and position of:
   A. Teacher's desk, direction their own desk faces.
   B. Find area for: books, braillewriter, talking book, paper, globe, etc.
   C. Where are the windows, doors . . .
   D. Where is: 1) coat room; 2) sink; 3) bath; 4) fountain.

Aids

Games

1. Where is _____? (point to it from seats, give verbal answer, go get it.)
2. Where am I standing? (in front of the sink—uses sound localization as well.)

3. Take a tour of the room following specific directions.
4. Labels—on storage drawers, bookshelves, clothes, hooks, etc.
5. Model of class—use blocks for main furniture and chairs; label in braille.
6. What am I—students make up own, by place in room (I am in the corner, next to the globe. . . .).

DAILY LESSON PLAN

Daily Plan

First Day of Unit:

Introduction to Classroom and Materials

Exploration:	around edge of class; stay in order—must all proceed in one direction. First ones through can continue around to pick up additional clues. Show model, to those done first.	Today I want to have you all go on an exploration of the boundaries of our classroom and find the materials we will be using everyday. I'll start each of you; you can pass those in front of you, but always go in one direction. Remember all you can.
Class Review:	Collection of their observations; in own seats.	First we started at the bulletin boards: a) What did you notice? b) What came next, and then? c) What clues did you use besides touch? d) How far from _____ to _____? e) What about corners
Teacher Review of Course:	Point out un-noticed clues and introduce model.	You should have come upon _____. Notice the _____. Did it feel different by the windows? Why?
Culmination:	Allow another search 'educated'.	Let's try it again, and see what new clues you can use. The model is here in front. See if you can anticipate what comes next.
Use the game: What am I? Give position, in relation to other articles —not a description that would give it away!	1. globe 2. sink 3. window	

Evaluation:

On the last afternoon, you can use games integrating past materials, and test for complete understanding. The knowledge they have gained in this short period is far from permanent but will be continually reinforced throughout the school year. Therefore the "formal evaluation" will be general as the specifics will be constantly retested.

As a teacher, it is important to remember not to be ready to do simple tasks, as passing books, because it would take less time; the gaining of self-confidence on the part of the student is well worth the extra time spent.

Each pupil can assemble the class model. It should be left out for reference. Any change in furniture placement can be indicated by this model as well. The learning does not occur at the same pace for all, but with basics presented in the beginning, individual inadequacies can be taken up and corrected as they are needed or become obvious.

This is not an academic matter in itself and needs no graded testing except as it indicates the capabilities gained, to the teacher and the student himself. It is a self-motivated activity, and its worth is proved by *use*.

UNIT VII.

BASIC OUTDOOR ORIENTATION

Grade: Third

Time: Two weeks, 30-45 minutes per day.

Time of year: Since so many outdoor activities are included, this unit is best presented either in the spring or the fall of the school year.

Teacher's Objectives:

1. Help the children gain a feeling of self-confidence by becoming familiar with their outdoor environment.
2. Point out clues in the out-of-doors which may be used in travel.
3. Develop the following factors in this basic ability:

a. Trees	j. Paint
b. Flowers	k. Sun
c. Bushes	l. Shade
d. Leaves	m. Wind
e. Smoke	n. Cement
f. Laundry	o. Gravel
g. Bakery	p. Ground
h. Drug Store	q. Grass
i. Zoo	

4. Long-range preparation for cane travel.

Students' Objectives:

1. Begin developing social conformity—likeness to others.
2. Discriminate among outdoor clues.
3. Receive approval and praise.
4. Gain self-confidence.
5. Become familiar with the factors listed above, and become aware of their value in travel.

Methods:

1. Take a walk and look at trees, flowers, bushes, leaves.
2. Let children experience odor of paint by having them work with it.
3. Walk outdoors on a windy day.
4. In classroom — present cement, gravel, grass.
5. Outdoors—walk on cement, gravel, grass. Bring in "ground" concept.)
6. Take a field trip to a zoo.
7. Let children experience smell of smoke whenever the opportunity presents itself.
8. Take a walk around the school grounds—introduce difference between sun and shade.
9. Walk downtown to see a laundry, a bakery, a drug store.
10. General class discussion.

Procedures:

1. Outside on playground—assign children, in small groups, to "find a tree"; "find a flower"; "find a bush"; "find some leaves". Have each group do each activity. Follow-up discussion—ask children to discuss the objects they found.
2. In connection with arts and crafts, the children have previously glued or nailed scrap pieces of wood into original creations. Now they will paint these projects, thus acquainting them with paint. If any painting is going on outside the school, this could be pointed out to the children, after encouraging them to discover it on their own.
3. On a windy day—walk with the children outside; encourage them to describe how the wind feels, different sounds they hear, such as leaves rustling. Have them run like the wind, sway like the trees, rustle like the leaves.
4. In the classroom—present three boxes—one cement, one gravel, one grass. Have the children explore these, and describe each one. Discuss how each of these materials is used, and prepare the children for going outside.
5. Walk outdoors—on grass, cement, gravel. Ask the children how they can tell what they are walking on. Point out "shoreline" between sidewalk and grass.
6. Going to a zoo—prepare the children for types of animals to be seen: noises, smells, etc. While at the zoo, point out these different characteristics of the various animals. Follow-up discussion in the classroom—describing what was seen at the zoo.

7. Outside — have children smell smoke—leaves burning in the fall, trash, etc. Let them try to tell what kind of fire it is, where it is. In classroom—*strictly supervised*—burn something in a pan on a hot plate. (Butter, for instance). Ask children: What is burning? What do you smell? What would you do about it at home? (Safety aspect.)
8. On a sunny day, walk with the children around the school grounds, pointing out sun and shade. Have them stand in the shade and take a step so that they are in the sun. Ask: Do you feel any difference between sun and shade? What is the difference?
9. Walk downtown — have children observe different sounds and smells directly outside and inside the laundry, bakery, drug store. Observations going downtown and back—What do you smell, hear? What kind of surface are we walking on? Follow-up discussion in the classroom—What clues did you find in each store? How could you tell the difference between these stores?
10. General class discussion—What clues do we find outside? How can we use these clues in our travel?

DAILY LESSON PLAN

Location

Playground, or a large field with some trees.

Objectives

Major: Awareness of wind, its influence in travel
Minor: Enlarging space of movements, creative rhythms

Aims

1. Let the child discover the different sounds on a windy day.
2. Basically learning wind direction.
3. Instill in the child the idea that he must listen and pay attention to travel clues more carefully on a windy day because of the added sounds.
4. Help the child "make friends" with the wind; feel more self-confident on a windy day.

Activity

Ask the children if they can feel the wind. Is it very strong? Where is it blowing from? (Winds are named from their source) What sounds do you hear? (Leaves rustling, flag snapping, etc.) How is a windy day different from a calm one? Can you run with the wind? Let it carry you along as though you were a leaf.

Have the children look at a small tree swaying in the breeze. Can you sway like this little tree?

How do you suppose a leaf feels when it is rustling on the tree? Can you rustle like a leaf?

What happens to the flag on a windy day?

Evaluation

1. Does the child move freely about?
2. Is he creative in his movements?
3. Is he afraid of the wind?
4. Can he concentrate on travel clues and somewhat "mask out" the sounds on a windy day?

APPENDIX I.

ORIENTATION AND MOBILITY TERMS

Trailing

The act of using the back of the fingers to follow lightly over a straight surface (e.g. wall, lockers, desks, tables, etc.) for one of the following reasons:

a. to determine one's place in space;
b. to locate specific objectives;
c. to get a parallel line of travel.

Direction Taking

The act of getting a line or course from an object or sound to better facilitate traveling in a straight line toward an objective.

Direction Takers

Refers to any straight lined objects whose surface lines when projected into space will give a course or line of travel in a given direction, or to an objective.

Shore Line

The border or edge of a sidewalk or grassline.

Landmark

Any familiar object, sound, odor, temperature, or tactual clue, that is easily recognized and that has a known and exact location in the environment.

Run

The term used to denote a course or route mapped out and traveled to a given point or objective—as a "run down to the bakery" or "The Twentieth Century has the run between Chicago and New York.

Sound Localization

To determine the exact bearing or line of direction of the source of a sound.

Squaring Off

The act of aligning and positioning one's body in relation to an object, for the purpose of getting a line of direction and establishing a definite position in the environment.

Following Technique

A blind person lightly grasping a sighted guide's elbow in taking a walk.

Mobility terms to be used and understood are

North, South, East, West, Right, Left, Right Angle, Parallel, Veering to One Side, Square Corners.

Orientation

The process of utilizing the remaining senses in establishing one's position and relationship to all other significant objects in one's environment.

Mobility

The term used to denote the ability to navigate from one's present fixed position to one's desired position in another part of the environment.

Clue

Any sound, odor, temperature, tactile stimulus affecting the senses and can be readily converted in determining one's position or a line of direction.

Dominant Clue

Of the maze of clues that are present, the one that most adequately fulfills all of the informational needs at that moment.

Information Point

A familiar object, sound, odor, temperature, or tactual clue, whose exact location in the environment is known but is more difficult to recognize or perceive than a landmark.

APPENDIX II.

ORIENTATION AND MOBILITY

Teachers Instruction Sheet

The orientation and mobility check sheet is to be used as a guide to determine basic orientation and mobility achievement readiness of each student. The check sheet is to be a part of the student's permanent accumulative record, therefore it is necessary that each year each student be checked in as many areas as he has shown satisfactory achievement.

I. Body Orientation

Student should be able to correctly identify parts of body by pointing to or touching on command.

II. Posture

Student demonstrates correct posture with head up, face forward and does not shake head either forward and back or side to side. Toes should be forward without excess spread of feet using heel toe stride leading to smooth flowing gait. Student should evidence free and easy natural arm movement without hands in groping position or held stiffly at sides.

When sitting the student assumes the same correct posture in a relaxed but erect position.

III. Basic Ability

Student demonstrates knowledge and execution of terms.

IV. Physical Skills

Student demonstrates ability to execute activity.

V. Sound Identification

Student can identify and discriminate suggested sounds.

Student should be able to repeat directions and to mentally identify clues they would use in given area.

Arm as bumper: Forearm parallel to floor, neck height with palm of hand slightly in advance of wrist with fingers touching outside of opposite shoulder. Hand is then moved 8-10 inches forward from shoulders.

Pick up objects: Forearm perpendicular to floor, palm facing away from body with finger tips about eye level and hand 8-10 inches away from body. Hand and arm lead forward motion when bending forward.

VI. Olfactory Ability

Be able to identify suggested odors and place where they would normally be found. Be able to identify odors along the line of travel.

VII. Room Orientation

VIII. Building Orientation

IX. Basic Ability (outdoors)

Demonstrates ability to orientate within room and building as well as campus building relationships using landmarks and clues as guides.

X. Basic Ability

Demonstrates understanding of terms and tactual discrimination.

Angles: *Method 1.* For right turn.

90 degree turn: feet together and keeping left foot on floor, pivot right foot on heel as far to the right as possible then bringing left foot parallel to right foot.

180 degree turn: two 90 degree movements.

Method 2. For right turn.

90 degree turns: using shoulder as a reference point instruct student to place chest where shoulder is.

180 degree turns: using back as a ref-

erence point instruct student to "put your chest where your back is."

Veering to one side, changing direction; veering to right or veering to left.

XI. Shows Knowledge of Mobility Terms

Squaring Off: The act of aligning and positioning one's body in relation to an object, for the purpose of getting a line of direction and establishing a definite position in the environment.

Trailing: The act of using the back of the fingers to follow lightly over a straight surface (e.g. wall, lockers, desks, tables, etc.) for one of the following reasons:

a. to determine one place in space;
b. to located specific objectives;
c. to get a parallel line of travel.

Shore Line: The border or edge of a sidewalk or grassline.

Landmark: Any familiar object, sound, odor, temperature, or tactual clue, that is easily recognized and that has a known and exact location in the environment.

Direction Taking: The act of getting a line or course from an object or sound to better facilitate traveling in a straight line toward an objective.

Direction Takers: Refers to any straight lined objects whose surface lines when projected into space will give a course or line of travel in a given direction, or to an objective.

Following Technique: A blind person lightly grasping a sighted guide's elbow in taking a walk.

Clue: Any sound, odor, temperature, tactile stimulus affecting the senses and can be readily converted in determining one's position or a line of direction.

Dominant Clue: Of the maze of clues that are present, the one that most adequately fulfills all of the information needs at that moment.

XII. Knowledge of Cane Technique

This category is to be graded by the travel instructor.

APPENDIX III.

ORIENTATION AND MOBILITY CHECK SHEET

Student's Name _____

_____

I. Body Orientation	*Satisfactory*	*Teacher*	*Remarks*
Head			
Eyes			
Ears			
Nose			
Mouth			
Lips			
Chin			
Neck			
Hair			
Shoulders			
Arm			
Elbow			
Wrist			
Hands			
Fingers			
Knuckles			
Chest			
Stomach			
Hips			
Leg			
Knee			

I. Body Orientation (Cont'd.)	*Satisfactory*	*Teacher*	*Remarks*
Thigh			
Shin			
Ankle			
Foot			
Toes			
II. Posture			
Head Carriage			
Foot Placement			
Stride			
Gait			
Hand and Arm Pos.			
Sitting			
Standing			
III. Basic Ability			
Right			
Left			
Front			
Back			
Stop			
Wait			
Up			
Down			
High			
Low			

III. Basic Ability (Cont'd.)	*Satisfactory*	*Teacher*	*Remarks*
Big			
Little			
Large			
Small			
Tall			
Short			
Long			
Inside			
Outside			
Near			
Far			
Toward			
Away			
Rough			
Smooth			
Hard			
Soft			
Hot			
Cold			
Wide			
Narrow			
Heavy			
Light			
Liquid			
Solid			

IV. Physical Skills	*Satisfactory*	*Teacher*	*Remarks*
Stoop			
Kneel			
Jump			
Run			
Skip			
Hop			
Climb			
March			
Stretch			
V. Sound Identification			
Bell			
Fire Signal			
Buzzer			
Teachers' Voice			
Class Mates' Voice			
Traffic Sounds			
Car			
Truck			
Bus			
Fan			
Mower			
Water Running			
Door Closing			

V. Sound Identification (Cont'd.)	*Satisfactory*	*Teacher*	*Remarks*
Shows Ability to Locate and Move Toward Sound with Minimum Difficulty			
Shows Ability to Recall Directions and Repeat Orientation Clues			
Uses Proper Technique of Using Arm as Bumper			
Uses Proper Techniques to Pick Up Objects			
VI. Olfactory Ability			
Identify			
Coffee			
Tea			
Cocoa			
Cinnamon			
Vinegar			
Detergent			
Onion			
Identify			
Bath Soap			

VI. Olfactory Ability (Cont'd.)	*Satisfactory*	*Teacher*	*Remarks*
Tooth Paste			
Powder			
Perfume			
Shaving Lotion			
Shampoo			
VII. Room Orientation			
Seat			
Teachers' Desk			
Bathroom			
Cloak Room			
Locker			
Exits			
Windows			
Clock			
Radiators			
VIII. Building Orientation			
Office			
Adjacent Rooms			
Bathroom			
Fountain			
Health Center			
Gym			
Dining Room			
Dormitory			

VIII. Building Orientation (Cont'd.)	*Satisfactory*	*Teacher*	*Remarks*
Lions Hall			
Occupational Therapy			
Library			
Playgrounds			

IX. Basic Ability (outdoors)			
Trees			
Flowers			
Bushes			
Leaves			
Smoke			
Laundry			
Bakery			
Drug Store			
Zoo			
Paint			
Sun			
Shade			
Wind			
Cement			
Gravel			
Ground			
Grass			

X. Basic Ability	*Satisfactory*	*Teacher*	*Remarks*
N.E.S.W.			
Pliable			
Brittle			
Triangle			
Square			
Rectangle			
Circle			
Parallel			
Angle 90° turn			
180° turn			
Veering			
Vertical Horizontal			

XI. Shows Knowledge of Mobility Terms

	Understands Meaning	*Satisfactory Use*	*Teacher*
Squaring Away			
Trailing			
Shoreline			
Landmark			
Direction Taking			
Direction Takers			
Following Technique			
Clue			
Dominant Clue			

XII. Knowledge of Cane Technique

Indoor Travel	*Satisfactory*	*Teacher*	*Remarks*

Outdoor Travel

Route Memorization			
Crossing Streets			
Traffic Signals			
In & Out of Car-Bus			
Navigate Stairs			
Revolving Doors			
Downtown Travel			

APPENDIX IV.

SUGGESTIONS FOR GUIDING BLIND INDIVIDUALS*

The guiding of blind individuals is a personal service which various categories of sighted people are called upon to give. It has been noticed that most people find a certain awkwardness in the role of guide, which arises from their not having a knowledge of the effective techniques of handling the situation. To assist in relieving this uncertainty, some governing principles have been set down from time to time as follows:

1. Always try to remember that a blind person cannot see. This fact is apt to escape the associates of blind people as they gain a familiarity with the effectiveness which is possible for the blind, and lose the impression that blindness means helplessness. There is no magic to the effectiveness of blind people, and it depends heavily upon securing from seeing people information which cannot possibly be gained without the aid of the human eye, or which could be gained by touch, but only with embarrassment, as, for example, information that there are both biscuits and rolls on a bread tray. Openness, directness, and unobtrusiveness should govern the imparting of such information.
2. Ask the blind person to take your arm. Never take his arm and propel him by the elbow. Show him where your elbow is by touching his arm with it.
3. Ordinarily walk half a pace ahead of the blind person. In going up and down steps, or into dangerous places, keep one pace ahead of him. By this method after some practice with you he will be able to know he has reached steps by the movement of your arm.
4. Always tell the blind person you have not guided before when you come to steps.
5. When going into narrow or dangerous places, always go ahead. The blind person is at his poorest when you try to get him to precede you. Never seize him by the upper arms from behind and shove him around.
6. Coming to a small irregularity in the terrain over which he might stumble, tell him about it.
7. Be careful at all times not to let his opposite side bump into door frames and obstructions. This will require extreme watchfulness.
8. If it is necessary for the blind person to make some slight movement to the left or right, to get out of the way or maneuver into positions, direct him orally. Once again, don't shove him.
9. A diagonal approach to a curb, or flight of steps, is awkward for a blind person who is following a guide. Take the trouble to square off and approach at right angles.
10. The good guide is inconspicuous. He doesn't take over and run things on a trip to the bank or drug store. When someone speaks to a blind person through his guide, the guide may direct the conversation of the clerk to the blind person by whatever means seems best. A nod in the blind individual's direction will usually be sufficient.
11. At all times picture carefully what move the blind person is about to make, in order that exact directions may be given. Be helpful by looking ahead and anticipating. Especially avoid mixing right and left particularly when you face the blind person and his right becomes your left.
12. Give an honest play-by-play account of what you are seeing, as desired or required.
13. When you guide a blind person into a place of public assembly, be sure he understands his location, especially if you have to leave him for a few moments. It is better under such circumstances to establish a point of contact, such as a counter, table, chair, or wall.
14. In a place of public assembly, where there is confusion, a blind person needs more help than in familiar surroundings. Many of the little things he does f himself with ease in his own environment will be difficult in a different environment. Give him the help he needs in a case like this.

---

*Adapted from material prepared by C. Warren Bledsoe, Division of Services for the Blind, Office of Vocational Rehabilitation, Department of Health, Education and Welfare.

Reprinted by American Association of Workers for the Blind for use with Training Course for Volunteers, January, 1962.

15. The expressions "over here," "over there," "down there," and "right here" should be used sparingly. Use instead "let me show you" to fill up the time lag until you establish actual physical contact between the blind individual and the object you are trying to help him to find. One way to establish this contact is by oral direction, carefully and precisely worded. Another is by tapping the object sought, in which case, as you tap it, you may say "it's there." A third means is by saying, "Let me take your hand," then taking the blind person's hand and placing it on the object he wishes to use.

16. At times the most practical method of maneuvering a blind person into position is to drop his arm, move to the spot where you want him to go, and say "come toward me," letting your voice guide him. This will not work when the blind person has a hearing defect which involves an inability to detect the direction from which sound proceeds. Persons having frequent contact with the blinded should be alerted to this type of hearing impairment.

17. Whenever giving directions, or in any other conversation with the blind individual, speak no more loudly than necessary, speak distinctly, and direct your words to the blind person alone.

18. In a narrow passage, such as those leading to dining and pullman cars on trains, it is sometimes not practical for the blind person walking behind you to hold your arm. He may then put his hands on your shoulder, or in the middle of your back, touching it lightly.

19. In guiding a blind person to a chair, one method is to bring him to a point at which he touches it and knows which direction it faces. It will then be a simple matter for him to examine it with his hands, pull it out from a table for himself if this is necessary, and handle his own actions in whatever way he prefers.

20. In entering an automobile, a blind person can engineer his own actions if he is told which direction the vehicle is facing, one hand is placed on the door handle and the other on the top of the car. The situation is then familiar enough to suggest the whole picture to him. If he becomes confused, further information can be given. Not more than one person should take over in a case like this.

21. If any, or all, of the above items annoy the blind person, disregard them and guide him the way he likes to be guided; unless you have time and authority to investigate his objections and explain to him the reasons for your way of guiding him. If, after such an explanation, he still prefers variations of method, accede to his wishes.

22. Be prepared for the blind person to make direct statements concerning any awkward situations which develop. Usually these will be in a humorous vein, which will indicate that he wants to put you at your ease. It is safe to follow his lead in an attitude of this kind, but let him keep the lead. A contrasting sharpness of utterance and reaction to an awkward situation may indicate he feels you are an individual whom he can trust sufficiently to relieve himself of frustration by expressing annoyance at his difficulties in your presence. Generally, this will be directed out toward fate or toward the world, rather than toward the guide.

The degree and kind of utterance will give some kind of indication whether any response is necessary from the guide. The best a casual passer-by in his life can hope to do is respond in a manner which identifies with the blind person, without overdoing this. Silence is better than a careless attempt at quenching an outburst of bitterness with haphazard optimism. An understanding sound may suffice, or a question showing that while you have no real grasp of the difficulties with which the blind person is coping, you are interested in him and are not calloused toward his feelings. Fight back any tendency to express sympathy by simply blurting out, "I know all about it." These words are extremely irritating to anyone involved in the complex problems of blindness.

Naturally, any interests you and he can spark in constructive topics, and any information you can give him concerning something which interests him, will make for a pleasant relationship, and also relieve the tedium of half-hours spent going places. Should a sharp utterance be directed not toward life or toward the world, but toward the guide, the cause will probably not be any awkwardness of yours physically, but something which the guide has done or said which the blind person feels has an attitude of patronage.

Indeed, you may find a negative reaction occurs for the first time when you have begun to develop some efficiency as a guide. If this is the case, it may result from your having developed a purely mechanical efficiency

with a certain pride in this, which gives you the air of a showman with a performing bear. Be on guard against any tendency you may have to exchange smiles of pity, patronage or approbation with by-standers, since this may indicate your attitude has developed an exhibiting tendency. The blind person will forgive you for any errors you make if he feels that you always keep in mind that the dignity of another human being is at stake, and are alert in protecting it. In the particular social situation in question, the purpose is not to make the personality of the blind person unduly conspicuous, even by gracefulness, but to allow it to maintain a normal amount of contact with the environment.

Ordinarily, you will find the blind person friendly, cooperative, and ready to do more than his part in overlooking the actions and attitudes of others which he may not like. Be careful not to impose on this, but feel you can rely on it ordinarily.

23. If you find that you cannot cope with your own feeling toward blindness, and are regularly called upon to guide blind people, try to get in touch with some well-seasoned blind person, who is engaged in rehabilitation work; then talk with him or her about your feelings. Such people are glad to share with you the attitudes which have made it possible for them to face the hard realities of the situation. They will be glad to assist you in being a friend to blind people without morbid emotion.

APPENDIX V.

ORIENTATION AND MOBILITY SKILLS FOR BLIND CHILDREN

SUGGESTED SUMMER ACTIVITIES FOR PRIMARY CHILDREN

The following list of summer activities may give you some idea for enriching your child's summer experiences, and helping him to become more independent and self-sufficient.

Handcraft Activities:

Clay modeling
Bread dough modeling
Cutting with scissors
Roll, poke, and pull from the clay, bread dough, or mud
Work with nuts and bolts
Unwrap candy
Finger painting
Painting with brushes
Mud pounding
Zip zippers
Weaving
Pasting
Using crayons and paper
Button buttons

Household Activities:

Making beds
Shaking rugs
Taking cans out
Taking garbage out
Making sandwiches
Making toast
Washing and ironing some of own clothes or doll clothes
Setting the table
Washing dishes
Drying dishes
Hanging up clothes
Putting food away
Washing vegetables
Shell peas
Dusting furniture
Mixing cakes or cookies
Hanging up clothes on clothes line
Running vacuum sweeper
Taking dirty clothes to laundry
Gathering up old newspapers and magazine for discard

Some things to do every day to strengthen good habits:

Tie own shoes
Blow own nose
Make own bed
Get own drink
Feed a pet
Hang coat on hanger
Explore things on own
Play with sighted children
Brush teeth
Run errands
Say "please" and "thank you"
Put on own wraps
Dress self
Eat with spoon or fork
Use kitchen utensils and measuring devices
Use a bread "pusher"
Wash face and hands
Care for self at toilet
Find own way around house and yard
Take small bites of food with mouth closed
Walking downstairs one after the other

Some outdoor activities that are fun:

Playing in the sand
Hunting for shells
Playing in the water in inner tubes
Swimming
Camping
Fishing
Rowing a boat
Skipping
Jumping and hopping
Riding a tricycle
Playing with sighted child

Making a tent with blankets over the clothesline, playing house, circus, etc. with other children.

Jumping from a low box or off a bottom step with both feet.

Taking nature hikes, looking for different kinds of flowers, trees, birds, or insects.

Go on picnics.

Learn to ride a bicycle.

Go on excursions to the bakery, dairy, fire station, factory, train station, roundhouse, or museum.

Some enjoyable educational activities:

Read some books. Keep track of the titles.

Travel. Remember the names of some big cities, and the states that you go through. How many miles did you travel altogether?

Have a small allowance, and earn some money. Keep track of how much you spend, how much you save, and what you did with your money.

Go to Vacation Bible School, Sunday School.

Take care of a pet.

Make a collection of something, such as buttons, insects, frogs, etc.

Sometime during the summer . . . .

Have a complete physical examination by your family doctor.

Have your dentist examine your teeth and repair those that need it.

Record how many inches you grew, how many pounds you gained, and bring the information back to school in the fall.

APPENDIX VI.

ORIENTATION AND MOBILITY SKILLS FOR BLIND CHILDREN

SUGGESTED SUMMER ACTIVITIES FOR INTERMEDIATE CHILDREN

The following list of summer activities may give you some ideas for enriching your child's summer experiences, and helping him to become more independent and self-sufficient.

Handicraft Activities:

Weaving
Knitting
Crocheting
Puppet making
Coloring with crayons
Cutting with scissors
Mending
Sewing

Household Activities:

Making beds
Shaking rugs
Setting the table
Dusting furniture
Making toast
Hanging up washing
Caring for pets
Polishing silver
Washing and drying dishes
Baby sitting
Mixing cakes and cookies
Hanging up own clothes
Making sandwiches
Washing clothes
Ironing clothes
Using kitchen utensiles and measuring devices
Taking garbage out
Setting bottles out
Bringing milk in
Working in a garden
Using a can opener
Washing and peeling vegetables
Caring for own room

Some things to do every day to strengthen good habits:

Eat with a fork
Use a bread "pusher"
Make your own bed
Brush your teeth
Comb your own hair
Take small bites of food with mouth closed
Say "please" and "thank you"
Run errands
Explore things on your own
Avoid simple hazards
Find your way around own neighborhood
Play with youngsters your own age

Some outdoor activities that are fun:

Camping
Hunting for shells
Swimming
Skipping
Rowing a boat
Fishing
Riding a bicycle
Jumping rope
Playing in the water with tubes
Playing games with sighted neighborhood children
Playing in water with other children

Taking a nature hike, looking for different kinds of flowers, trees, birds, insects.

Going on picnics, helping with the menu, clean-up, getting sticks and wood for fire.

Going on hikes with neighborhood children.

Participating in neighborhood school playground programs.

Participating in YMCA or YWCA day camping activities.

Some enjoyable educational activities:

Have a small allowance, and work out your own expense account.

Earn some money. Keep track of what you spend, and how much you save.

Make a list of helpful things that you do for your family.

Read some books. Keep track of the titles.

Read a magazine each month.

Go on excursions to the bakery, dairy, fire station, factory, train station, roundhouse, or museum.

Go to the grocery store with your mother. Make out a list, pick out the things on the list, pay for the groceries, and check to see if you get the same total, and if your change is correct.

Plan a small party, buy the food from a given sum of money, help with the preparation, and clean-up.

Have a tiny project of buying and selling something: eggs, chickens, some garden produce, Kool-Ade, etc.

Screw on a loose doorknob, put in a few tacks, or make some other home repairs.

Have some inexpensive fad-clothes, which correspond to those of your brothers and sisters.

Join children's library clubs if there are some in your community.

Make a collection of something, such as wild flowers, insects, buttons, flies, snakes, frogs, etc.

Participate in church activities, and/or Vacation Bible School.

Sometime during the summer . . . .

Have a complete physical examination by your family doctor.

Have a dentist examine your teeth and repair those that need it.

Record how many inches you grew, and how many pounds you gained, and bring that information back to school in the Fall.

ADDITIONAL REFERENCES – APPENDIX VII.

ORIENTATION AND MOBILITY SKILLS FOR BLIND CHILDREN

Alonso, Lou. The Educator's Vital Role in Mobility and Orientation. *The New Outlook for the Blind,* Vol. 59, No. 9, September 1965, pp. 249-251.

Andrews, F. M., Jr. Two years of travel training at the Maryland School for the Blind. *American Association of Instructors of the Blind,* 1948.

Auch, A. Blindness and travel. *Outlook for the Blind,* Vol. 43, No. 8, October 1949, pp. 213-218; No. 9, November 1959, pp. 243-250.

Ave-Lallemant, F. W. A Review of Travel Methods, Their Advantages and Disadvantages, *American Association of Workers for the Blind,* 1951, pp. 86-88.

———————. Travel Techniques Should be Taught in the Residential Schools. *American Association of Workers for the Blind,* 1947, pp. 79-80.

Baird, Beatrix. Foot Travel at Maryland School for the Blind. *International Journal for the Education of the Blind,* Vol. I, June 1951, #1.

Baird, Beatrix. Mobility, Orientation and Travel — A one day workshop. *International Journal for the Education of the Blind.* Vol. XI, No. 1, October 1961, pp. 15-18.

Baird, Beatrix. Orientation and Mobility Workshop. *American Association of Instructors of the Blind,* 1964, pp. 132-133.

Ball, Martha J. Mobility in Perspective. American Association of Workers for the Blind, *Blindness* 1964, pp. 107-141.

Benham, T. A. Electronic Travel Aids for the Blind. *Human Factors in Technology,* Bennett, Degan, Spiegel eds. McGraw-Hill Co., Inc. New York 1963, Ch. 22, pp. 343-360.

Bishop, Alexander Ralph. Independence for the Blind. *International Journal for the Education of the Blind,* Vol. II, February 1953, #2.

Bleakley, W. Harold. Where Are We in Teaching the Blind To Travel Alone? American Association of Workers for the Blind.

Bledsoe, C. Warren. For Parents Looking Ahead to Future Mobility Needs of Their Blind Children. *The International Journal for the Education of the Blind.* Vol. XIII, No. 1, October 1963, pp. 13-15.

Bledsoe, C. Warren. Resistance. *Outlook for the Blind,* Vol. 46, No. 9, November 1962, pp. 245-250.

———————. Teaching foot travel in Residential Schools. *American Association of Instructors of the Blind,* 1956. pp. 32-35.

Bliss, James C. Information Presentation to the Tactile and Kinesthetic Senses. *Human Factors in Technology.* Bennett, Degan, Spiegel eds., McGraw-Hill Book Co., Inc., New York, 1963. Ch. 24, pp. 368-377.

Bourgeois, O. J. Cane Travel by a Blinded Adult. *Outlook for the Blind.* Vol. 45, No. 7, September 1951, pp. 201-204.

Carroll, Rev. Thomas J. *Blindness—What It is, What It Does, and How To Live With It.* Boston, Little, Brown & Co., 1961. p. 382.

Case, M. Orientation—Outdoor Travel at the New York City Lighthouse. *Outlook for the Blind,* Vol. 42, No. 5, May 1948, pp. 142-144.

Chevigny, Hector. A User's View of the Guide Dog as a Travel Aid. Zahl, P. A. ed. *Blindness,* 1962, pp. 378-385.

Cotzin, N. and Dallenbach, K. M. Facial Vision: the role of Pitch and Loudness in the Perception of Obstacles by the Blind. Vol. 63, 1950 *American Journal of Psychology.*

Curtin, George T. Mobility: Social and Psychological Implications. *The New Outlook for the Blind.* Vol. 56, No. 1, January 1962, pp. 14-18.

Dog Guides and Blind Children—a Joint Statement. *The New Outlook for the Blind.* Vol. 57, No. 6, June 1963, pp. 228-229.

The International Journal for the Education of the Blind. Vol. XIII, No. 1, October 1963, pp. 16-17.

Ebeling, W. H. The Guide Dog Movement. Zahl, P. A. ed. *Blindness,* 1962, pp. 366-377.

Ewart, Anne G. and Carp, Frances M. Recognition of tactual forms by Sighted and Blind Subjects. *Americain Journal of Psychology,* 1963. pp. 488-491.

Fields, Julie E. Sensory Training for Blind Persons. *The New Outlook for the Blind.* Vol. 58, No. 1, January 1964, pp. 2-9.

Finestone, Samuel, Lukoff, Irving F. L. Whiteman, Martin. Aspects of the Travel Adjustment of Blind Persons. New York, *American Foundation for the Blind.* 1960, 26 pp.

Foot Travel Without Sight. *Outlook for the Blind,* Vol. 41, No. 2, February 1947, pp. 37-39.

Foulke, Emerson. A Multi-Sensory Test of Conceptual Ability, *The New Outlook for the Blind.* Vol. 58, No. 3, March 1964, pp. 75-77.

Gary, R. J., Ascarelli, A. Teaching Topographical Orientation and Special Orientation to Congenitally Blind Children. *Journal of Education.* Vol. 143, December 1960.

Gibson, Charles, Wurzburger, Berdell and Johnson, Daniel E. The Use of the Raised Map in Teaching Mobility to Blind Children. *The New Outlook for the Blind.* Vol. 59, No. 2, February 1965, pp. 59-62.

Gibson, Robert J. The Franklin Institute Electronic Cane. *Human Factors in Technology.* Bennett, Degan, Spiegel eds. McGraw-Hill Book Co. Inc. New York 1963, Ch. 23, pp. 361-367.

Goodman, William, Peer Group Influences on Mobility Education, *The New Outlook for the Blind.* Vol. 59, No. 9, September 1965, pp. 251-254.

Goodman, William. Is Mobility Education a One-Man Job? *The New Outlook for the Blind.* Vol. 58, No. 1, January 1964, pp. 16-18.

Graham, Milton D. Wanted: A Readiness Test for Mobility Training. *The New Outlook for the Blind.* Vol. 59, No. 5, May 1965, pp. 157-162.

Griggs, N. Independent Foot Travel for the Blind With the Use of the Cane. *American Journal of Occupational Therapy,* Vol. 5, No. 4, July-August 1951, pp. 156-158, 174-175.

Graduate Course in Mobility Training. *Outlook for the Blind,* Vol. 54, May 1960, #5, pp. 181-182.

Heltzell, George D. The Peripatologist in Missouri. *The International Journal for the Education of the Blind.* Vol. XIII, No. 1, October 1963, pp. 18.

Hetherington, F. F. Travel at the Michigan School for the Blind. *International Journal for the Education of the Blind.* Vol. 1, No. 4, June 1952, pp. 93-95.

———————. Elementary School Travel Program. *International Journal for the Education of the Blind,* Vol. 5, No. 1, October 1955, pp. 15-17.

Hoover, R. E. The Cane as a Travel Aid. Zahl, P. A., ed. *Blindness,* 1950, pp. 353-365.

———————. Foot Travel at Valley Forge. *American Association of Instructors of the Blind,* 1946, pp. 138-143. (Also *Outlook for the Blind,* Vol. 40, No. 9, November 1946, p. 246-251.)

———————. Orientation and Travel Technique for the Blind. *American Association of Workers for the Blind,* 1947, pp. 27-32.

Hunter, William F. The Role of Space Perception in the Education of the Congenitally Blind. *The International Journal for the Education of the Blind.* Vol. XI, No. 4, May 1962, pp. 125-130.

Industrial Home for the Blind, Brooklyn. *Introduction in Physical Orientation and Foot Travel; A Lesson Plan Outline.* Brooklyn, N.Y. Industrial Home for the Blind, 1950, p. 62.

Jerome, Edward A. and Proshansky, Harold. Factors in the Assay and Use of Guidance Devices. In Zahl, Paul A., ed. *Blindness,* 1962, pp. 462-494.

Jones, Gideon Robert. *Some Factors Affecting Mobility of Blind Adolescent Boys.* Doctoral Thesis, 1963, p. 168.

Keating, William P. Mobility and Orientation Seminars for Parents and Teachers of Blind Children. *The New Outlook for the Blind.* Vol. 58, No. 6, June 1964, pp. 183-184.

Kenmore, Jeanne R. Some Aspects of Mobility Instruction for Blind Children. *American Association of Instructors of the Blind,* 1960. pp. 26-32.

Langan, Paul J. Orientation and Travel Program at Residential Schools. *American Association of Workers for the Blind,* 1953. (Also *International Journal for the Education of the Blind,* Vol. 3, No. 2, December, 1953, pp. 218-219.)

Langerhans, C. and Redkey H. Adjustment Centers for the Blind, Findings of the Spring Mills Conference, February 1951, p. 80.

Laws Relating to the Blind, State of Michigan. State Department of Social Welfare. March 19, 1960. White Canes, pg. 10; Dog Guides, pg. 12.

Levy, W. H. On the Blind Walking Alone, and of Guides. *Outlook for the Blind.* Vol. 43, No. 7, September 1949, pp. 197-200.

McCarty, Bruce and Philip Worchel. Rate of Motion and Object Perception in the Blind. *Outlook for the Blind.* Vol. 48, Nov. 1954 #9, pp. 316-322.

McCollom, M. August. Is There a Right Way for the Blind to Travel? *Journal of Rehabilitation.* Vol. 24, No. 4, July-August 1958, p. 20.

Mackenzie, Clutha. Foot Travel. *Outlook for the Blind.* Vol. 41, No. 3, March 1947, pp. 65-67.

Manley, Jesse. Orientation and Foot Travel for the Blind Child. *The International Journal for the Education of the Blind.* Vol. XII, No. 1, October 1962, pp. 8-13.

Manual for Orientors, War Blind Services. Outlook for the Blind, Vol. 41, No. 10, December 1947, pp. 271-279.

Menzel, Rudolphina. Mobility and Orientation in Israel. *The New Outlook for the Blind.* Vol. 58, No. 5, May 1964, pp. 157-158.

Miller, Josephine. Mobility Training for Blind Children. *The New Outlook for the Blind.* Vol. 58, No. 12, December 1964, pp. 305-307.

Miller, M. B. Foot Travel Without Sight Prologue. *Outlook for the Blind.* Vol. 40, No. 9, November 1946, pp. 244-246.

Mobility—Is it for you? A panel discussion by Louis H. Rives, Jr., Richard E. Hoover, & Rev. Thomas J. Carroll. *American Association of Workers for the Blind.* 1960, pp. 36-48.

Mobility and Orientation—A Symposium. *New Outlook for the Blind.* Vol. 54, No. 3, March, 1960, pp. 77-94.

Includes:

I. —National Conference on Mobility and Orientation.

II. —The Dilemma in Training Mobility Instructors by Herbert Rusalem. ED. I.

III.—Orientation and Mobility in the Vocational Areas by Irving J. Kruger.

IV.—Orientation and Mobility for for Blind Children by Robert H. Whitstool.

Murphy, Thomas J. Teaching Orientation and Mobility to Mentally Retarded Blind Persons. *The New Outlook for the Blind.* Vol. 58, No. 11, November 1964, pp. 285-287.

Murphy, Thomas J. Motivation for Mobility. *The New Outlook for the Blind.* Vol. 59, No. 5, May 1965, pp. 178-180.

National Conference on Mobility and Orientation. *Outlook for the Blind.* Vol. 54, March 1960, #3, pp. 82-87.

Oppenheimer, W. D. 1300 Miles Without a Scratch. *Seer,* Vol. 18, No. 5, December 1948, pp. 55-58.

Richardson, Clarence V. Aids for Good Mobility in the Blind. International Journal for the Education of the Blind, Vol. 8, No. 1, October 1958, p. 1.

Richterman, Harold. A Personal Adjustment and Orientation Program for Children. *The New Outlook for the Blind.* Vol. 57, No. 10, December 1963, pp. 389-392.

Richterman, H. Some of the important but less obvious values of physical orientation and foot travel for the blind. *American Association of Workers for the Blind,* 1951, pp. 81-91.

Riley, Leo H, Luterman, David M. and Cohen, Marion F. Relationships Between Hearing Ability and Mobility in a Blinded Adult Population. *The New Outlook for the Blind.* Vol. 58, No. 5, May 1964, pp. 139-141.

Rocco, Joyce and Frank. Should Houseparents Assist in Mobility Training? *The New Outlook for the Blind.* Vol. 58, No. 11, November 1964, pp. 288-289.

Rodgers, Carl T. & Voorhees, Arthur L. Some thoughts on white cane philosophy and problems. *The New Outlook.* Vol. 55, No. 5, May 1961.

Rouse, Dudley L. & Philip Worchel. Veering Tendency in the Blind. *Outlook for the Blind,* Vol. 49, April 1955, #4, pp. 115-119.

Royster, Preston M. Peripatology and the Development of the Blind Child. *The New Outlook for the Blind.* Vol. 58, No. 5, May 1964, pp. 136-138.

Silver, Frederick A. How the Home Teacher Can Help the Mobility Instructor. *The New Outlook for the Blind.* Vol. 59, No. 5, May 1965, pp. 173-174.

Silver, Frederick A. Mobility on the Move. *American Association of Workers for the Blind.* 1961, pp. 113-115.

Smith, J. S. Orientation, the case for an individualized approach. *Outlook for the Blind.* Vol. 43, No. 1, January 1949, pp. 15-17.

Supa, M., Cotzin, M. and Dallenback, K. M. Facial Vision: The Perception of Obstacles by the Blind. *American Journal of Psychology.* Vol. 57, 1944, pp.

Thomas, Jeanne. The Long Finger. *International Journal for the Education of the Blind.* Vol. VI, March 1957, #3.

Thume, Lee & Murphree, Oddist D. Acceptance of the White Cane and Hope for the Restoration of Sight in Blind Persons as an Indicator. *Journal of Clinical Psychology.* Vol. 17, No. 2, April 1961, pp. 208-209.

Travel at the Michiagn School for the Blind. *International Journal for the Education of the Blind.* Vol. 1, June 1951, #1.

Trupin, P. B. Foot Travel Via Hoover Cane Technique to Placement. *Outlook for the Blind.* Vol. 43, No. 4, April 1949, pp. 111-112.

Twersky, J. A Blind Man Tells How He Sees. Science Digest, Vol. 26, No. 4, October 1949, pp. 73-76.

U.S. Office of Vocational Rehabilitation. Adjustment and Prevocational Training for the Blind; A Symposium Conducted at the Conference of State Workers for the Blind, Pottsville, Pennsylvania, September 1948, 28 p.

Voorhees, Arthur. Professional Trends in Mobility Training. *The New Outlook for the Blind.* Vol. 56, No. 1, January 1962, pp. 4-0.

Walker, Donald L. Practices in Teaching Orientation, Mobility and Travel. *International Journal for the Education of the Blind.* Vol. XI, No. 2, December 1961, pp. 56-58.

Webster, Fredric A. Bat-type Signals and Some Implications. *Human Factors in Technology.* Bennett, Degan, Spiegel eds. McGraw-Hill Book Co., Inc. New York 1963, Ch. 25, pp. 378-408.

Whitehead, E. W. Traveller with a White Stick. *New Beacon,* Vol. 34, No. 398, February 1950, pp. 25-27; No. 399, March 1950, pp. 62-63; No. 401, May 1950, pp. 110-112.

Whitstock, Robert H. A Dog Guide User Speaks on Mobility. *The New Outlook for the Blind.* Vol. 56, No. 1, January 1962, pp. 19-23.

Witcher, Clifford M. Electronic Travel Aids. *Outlook for the Blind.* Vol. 49, May 1955, #5, pp. 161-165.

Worchel, Philip and Mauney, Jack. The Effect of Practice on the Perception of Obstacles by the Blind. *Journal of Experimental Psychology.* Vol. 41, No. 3, March 1951.

Worchel, Philip, Mauney, Jack, and Andrews, John. The Perception of Obstacles by the Blind. *Journal of Experimental Psychology.* Vol. 40, No. 6, December 1950.

Zahl, Paul A. Research on Guidance Aids for the Blind. *Blindness,* 1962, pp. 443-461.

Zetsche, Laura and Woodcock, Charles C. Orientation —Mobility and Living Skills Workshop. An Evaluative Resume. *The New Outlook for the Blind.* Vol. 58, No. 11, November 1964, pp. 290-292.

———————. Ultra-sonic Aid for the Blind. *Seer,* Vol. 34, No. 2, June 1964, pp. 17-18.

Preparing the Blind Child for Independent Travel, Dayton Goodwill, Industries Rehabilitation Center, Dayton, Ohio.

ADDITIONAL REFERENCES

SOUND EFFECTS—COLUMBIA RECORDS

YB2 Fair ground, crowd effect
Crowd, effects or angry mob

YB3 Crashing swords and crowd murmurs
Cheering crowd

YB5 Airplane—starting, steady flight, and stopping
Sirens—factory, liner, tug, distant steamboat

YB6 American train—starting; in motion and stopping
European train—starting; in motion and stopping

YB7 Storm at sea
Sea wash and breakers

YB9 Orchestra tuning up; applause
Trumpets and bugles—fanfare, reveille, bugle call, cook-house, lights out

YB14 Sleigh bells, steamboat whistle, wave effects
School bell, cuckoo, horses gallop

YB15 Pack of hounds
Tramp of maching feet

YB17 Crowd at races; angry crowd at races
Machinery noises (printing press)

YB18 Laughter in theater; applause in theater
Street traffic noises

YB19 Birds—blackbird, nightingale, canary
Duck, hens and cocks, cat

YB20 Bear, tiger, elephants
Lions, pigs, donkey, baby crying

YB21 Dogs—little dog, St. Bernard, Newfoundland dog
dog run over, dog fight

YB24 Horses—galloping
Horses—trotting

YB25 Animals—seagulls, seagulls with sea wash, horse, duck, cow, sheep, pig

YB27 Orchestra tuning up; applause at concert; single glass dropped; tray of crockery dropped; waterfall
Office of typists; single typewriter; restaurant or teashop noises, with incidental music.

Scott, Foresman Company
433 East Erie Street
Chicago, Illinois

SOUNDS AROUND US ALBUM

Around the House
Around the Farm
Around the Town

Maico Company
21 North 3rd Street
Minneapolis 1, Minnesota

AUDITORY TRAINING RECORDS

M-166478-2
Train whistle
Vacuum cleaner
Telephone
Tap water
Gun, airplane
Doorbell
Auto horn
Piano
Assorted animal sounds
Horn
Snapper
Doll
Bell
Tambourine

BIBLIOGRAPHY – RECORDS

(R1)	*Chicken Fat*	Capital Records, Meredith Wilson, Youth Fitness Song, CF1000
(R2)	*Old MacDonald*	The Play and Learn Series, Summit Industries, P.O. Box 415, Highland Park, Illinois
(R3)	*Looby Loo*	Russel Records, Educational Series, 702A
(R4)	*Kindergarten Book*	Birchard Music Series, Album #1, 101-A
(R5)	*Songs for Children*	Bowmar Educational Records, B 1686-B
(R6)	*First Music for Ones and Twos*	Pram Records, 2B
(R7)	*Me, Myself, and I*	The Children's Record Guild, CRG-1007B
(R8)	*Learning As We Play*	Folkways Records and Service Corporation, FC7659B
(R9)	*Songs of Safety*	Decca Records, (Children's Series) CV113
(R10)	*Fun With Rhythm*	Mercury Sound Books, HYP 1-4-0
(R11)	*Honor Your Partner*	Album #14, Square Dance Associates, Freeport, N.Y.
(R12)	*Rhythmic Activities*	RCA Victor Records
(R13)	*Nothing To Do*	The Children's Record Guild, CRG 1012B
(R14)	*Sounds of Insects*	Folkways Records and Service Corporation, FX6124B
(R15)	*Sound Effects*	Volumes #1, 2 and 3, Audio Fidelity
(R16)	*Sounds of Animals*	Folkways Records and Service Corporation, FPX, 12413
(R17)	*Sounds Around Us*	Scott, Foresman and Company, E1 CB-1553

BIBLIOGRAPHY – BOOKS

(B1)	*Growth Through Play*	Elbert M. Farina, Sol H. Furth, Joseph M. Smith, Prentice Hall, Englewood Cliffs, N.J., 1959
(B2)	*Fun Encyclopedia*	E. O. Harbin, Obingdon Cokesbury Press, Nashville, Tenn., 1950
(B3)	*Cub Scout Song Book*	Boy Scouts of America, New Brunswick, N.J., 1962
(B4)	*One Hundred Finger Plays*	Michigan School for the Blind publication
(B5)	*Your Body and How It Works*	Patricia Lauber, Random House, 4571 Madison Avenue, N.Y., N.Y., 1963.
(B6)	*Your Wonderful Body*	Robert J. Follett, Follett Pub. Co., 1010 W. Washington Bldg., Chicago, Ill., 1961
(B7)	*Through The Year With Crafts*	Opal Beebe Allen, Naomi Morris Ready, The Bruce Publishing Co., Milwaukee, Wisc., 1958
(B8)	*McCall's Giant Golden Make-It Book*	John Peter, Simon & Schuster, New York, N.Y., 1953
(B9)	*McCall's Golden Do It Book*	John Wyckogg, Golden Press, New York, N.Y., 1960

(B10)	*The New Handcraft Book*	Elizabeth F. Noon, ed., F. A. Owen Publishing Co., Dansville, N.Y., 1956
(B11)	*Fundamentals of Clay Modeling*	R .R. Fiore, Art For All, Inc., 80 East 11th Street, New York 3, N.Y.
(B12)	*Dance and Play Activities for the Elementary Grades*	Lois M. Bauer and Barbara A. Reed, Chartwell House, Inc., New York, 1952, Vol. 1
(B13)	*Rhymes for Fingers and Flannelboards*	Scott, Thompson and Flowers, Webster Publishing Co., St. Louis, Mo., 1960
(B14)	*Follow the Music*	Lottie Coit and Ruth Bampton, C. C. Birchard and Co., Boston, Mass., 1948
(B15)	*Rhyme, Rhythm and Song*	Florence Martin and Elizabeth Burnett, Hall and McCreary Co., Chicago, Ill., 1942
(B16)	*Project and Idea Folio*	#3 Art Therapy, The American Crayon Co., New York, N.Y.
(B17)	*Fun-Time Crafts*	James Schwalbach, Children's Press, Chicago, Ill., 1949
(B18)	*Well-Seasoned Holiday Art*	Barbara Bucher Linse, Fearon Publishers, San Francisco 15, California, 1956
(B19)	*Hand Weaving*	State Board of Vocational Education, Charleston, W. Va., 1950
(B20)	*Kindergarten-Primary Art Activities*	Carvel Lee, F. A. Owen Publishing Co., Dansville, New York
(B21)	*Creative Crafts for Children*	Kenneth R. Benson, Prentice Hall, Inc., Englewood Cliffs, N.J., 1958
(B22)	*Sing a Song of Action*	Ruth Norman, Mills Music, Inc., New York, N.Y., 1950
(B23)	*The American Singer*	Beattie, Wolverton, Wilson and Hinga, American Book Co., New York, N.Y., 1944
(B24)	*Illustrated Game Manual*	Frank Geri, Ernie Rose, Seattle, Wash., 1950
(B25)	*Physical Education in the Elementary School*	Van Hagen, Dexter, Williams, California State Department of Education, 1951
(B26)	*A Book of Little Crafts*	Margaret Powers, Manual Arts Press, Peoria, Ill. 1942
(B27)	*Things to Make from Odds and Ends*	Jessie Robinson, Appleton-Century Crafts, Inc., New York, N.Y., 1945
(B28)	*What To Do Now*	Tina Lee, Doubleday and Co., Garden City, New York, 1946
(B29)	*Craft Adventures for Children*	Gretchen Grimm, Catherine Skells, Bruce Publishing Co., 1952